

VIBRANT MINDS



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Safe Return to In-Person Instruction Local Educational Agency Plan	Website at https://www.vibrantminds.us/
Local Control and Accountability Plan (LCAP)	Website at https://www.vibrantminds.us/

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$465,404

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$400,000
Use of Any Remaining Funds	\$65,404

Total ESSER III funds included in this plan

\$465,404

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

It is important to identify the Vibrant Minds Charter School's stakeholders prior to responding to this prompt. As a small, stand-alone charter school with an enrollment of 240 scholars, the categories of stakeholders are not as numerous as in larger schools or districts. For example, we are both a school and a district. Therefore, there are no designated district administrators. Additionally, the assistant director serves as the special education administrator. The school leaders consist of the executive director (similar to a principal) and an assistant director (similar to a vice principal). There is no local bargaining unit. As far as subgroups, there are no tribes, civil rights organizations, migratory scholars, or scholars who are incarcerated present at Vibrant Minds Charter School. Other than the parents themselves, who were consulted with directly or through the School Site Council representatives in the development of the ESSER III Plan, there are no individuals or advocates representing the interests of scholars with disabilities, English learners, homeless scholars, foster youth, or other underserved scholars.

The ESSER III Assurances were submitted by VMCS on June 22, 2021. Therefore, a revised "Safe Return to In-Person Instruction and Continuity of Services Plan" was posted by July 22, 2021. Because the VMCS was closed during the summer with limited access to scholars, staff, parents, and the Board, it was posted as a draft on this mandated date. Prior to the request for input from stakeholders, the CDPH and CDC Covid-19 regulations regarding school openings in the 2021-2022 school year were shared via ParentSquare (schoolwide communication system) and email. Then, the draft plan was presented to the following stakeholders for input.

* Staff (Certificated and Classified) on August 2, 2021 -- This was the first day of professional development for the entire staff. The draft plan was presented, and revisions were made based upon the staff's feedback.

* Families on August 3, 2021 -- After incorporating the staff's feedback into the draft plan, the parents were sent a copy of the draft plan via ParentSquare. A survey was attached to the draft plan to solicit the parents' feedback. All written communications take into account translation support for our Spanish-speaking parents.

* School Site Council (SSC) on August 5, 2021 -- The parents' feedback was shared with the SSC, and feedback from the SSC members (four parents and four staff members elected as representatives) was also solicited for possible inclusion in the draft plan. Approval of the draft plan was put to a formal vote by the SSC, and it passed unanimously. On the SSC, two of the members are English/Spanish bilingual, which permits easy access to our Spanish speaking parents.

* School Board on August 11, 2021 -- The Board Meeting included an opportunity for public comment regarding the revised draft plan. Then, the Board discussed the plan and offered feedback. The "Safe Return to In-Person Instruction and Continuity of Services" Plan was then voted upon. There was an understanding that at future Board Meetings, the Plan would be discussed and possibly revised based upon ongoing developments regarding Covid-19. A Spanish translator is available at all Board Meetings.

* Staff (Certificated) on September 20, 2021 -- Feedback was solicited from the staff regarding additional personnel and resources that they felt would help our scholars academically, behaviorally, and social-emotionally after working with the scholars in-person for approximately a month since August 9, 2021.

* School Site Council (SSC) on October 7, 2021 -- The proposed ESSER III Expenditure Plan was shared with the four parent and four staff member representatives to determine if they were still in favor of what had been included in the plan and the monetary allocation for each goal. Again, Spanish translation was available.

* School Board on October 13, 2021 -- The Board discussed the proposed ESSER III Expenditure Plan and it was put to a vote, with an approval of 5/5. Again, Spanish translation was available.

It is important to note that an extensive feedback process was part of the original VMCS Reopening Plan, and many aspects of revised plan remained the same. Therefore, VMCS already had a compliant plan in place, with this document representing a revision. Additionally, the development of the LCAP, which was approved by the Board on June 2, 2021, involved substantial stakeholder engagement. The information gleaned from this process was also taken into consideration in the development of the ESSER III Plan. The information below summarizes the process used to solicit the feedback.

Scholars

During the first week of May 2021, the Grade TK-6 scholars were asked to complete a survey. The directions for the survey asked them to respond to four questions with pictures, captioned pictures, or a written response. The teachers were asked to select an approach that was developmentally appropriate for their scholars. The four questions were --

- * What do you like about Vibrant Minds Charter School?
- * What would you like to change about Vibrant Minds Charter School?
- * What is an idea you would like us to do at Vibrant Minds Charter School?
- * What are your strengths as a person?

Parents/Guardians

- * School Site Council (SSC): The VMCS SSC is composed of four parents with one alternate and four staff members. The four parents and

one alternate were elected to represent a parental perspective. The four staff members include one classified staff, two certificated staff, and the executive director. Other than the executive director, the staff members were elected to represent a staff member's perspective. The SSC convenes monthly, and the LCAP was discussed and feedback was received on the dates of March 4, April 8, and May 6, 2021, with meetings occurring via Zoom due to the Covid-19 pandemic and starting at 5:30 p.m. for accessibility to parents. Spanish translation was available.

* English Learner Advisory Committee (ELAC): ELAC Meetings are held monthly on Wednesdays at 6:00 p.m. In 2020-2021, the ELAC was inconsistent in terms of parent participation. Strategies for supporting increased and consistent attendance were explored. Although there was a translator for the 2020-2021 ELAC Meetings, there were Internet issues for the parents (user skills and connectivity) that were barriers to full participation. In-person meetings in 2021-2022 will ameliorate some of the challenges. The LCAP was discussed and input was sought at the meetings on March 3 and April 7, 2021. Unfortunately, no one attended the April meeting. However, the community liaison for the school made phone contact to solicit feedback.

* Parent Survey: A parent survey was sent out in English and Spanish. For the English surveys, 79 scholars were represented, and for the Spanish surveys, 2 were completed via a phone interview by the community liaison. The survey consisted of 36 statements with a rating scale of Mostly True, Sometimes True, Mostly False, and Not Applicable. There were also 14 items requiring short answers. The survey responses were collected between April 21-30, 2021.

Staff

* Teacher Think Tank Meetings: As a co-created school, all certificated educators, coordinators, and directors (i.e., 8 teachers, 4 TOSAs, 1 education specialist, 2 coordinators, assistant director, and executive director) work together to determine program refinements throughout the school year, and decisions for the future of VMCS. In 2020-2021, these dialogues occurred at weekly Think Tank Meetings on Tuesdays from 3:15-4:15 p.m. In 2021-2022, the Teacher Think Tank Meetings occur on Wednesdays. The ongoing input from the certificated staff dialogues has a great impact on the goals and associated actions for the LCAP, as well as the ESSER III.

* Teacher Questionnaire: To solicit additional input from the certificated educators, coordinators, and directors, a Think Tank Meeting on April 27, 2021, was devoted to the completion of a questionnaire by grade-span groups with the following questions --

- Prior to the Covid-19 pandemic, what was working well and should not be changed?
- What do you think should be short-term strategies and goals (next school year) for our school that will make a positive difference for our scholars' academic and personal growth?
- What do you think should be long-term strategies and goals (within three to five years) for our school that will make a positive difference for our scholars' academic and personal growth?
- What support would you like in terms of professional development?
- What support would you like the I.A.s to have in terms of professional development?
- What would you like to share with colleagues in terms of professional development?
- What are your thoughts about the use of the instructional assistants, with the expectation that there will be one I.A. per each classroom?

- What are your thoughts about the use of the TOSAs, with the expectation that there will be one primary grade, one upper grade, and one STEAM TOSA?
- What are your thoughts about the use of the coordinator/leadership team – Kla, Yvette, Chammarra, and Debbie?
- In general, which subgroups of scholars are you most concerned about?
- What are some proposed resources and strategies to support them?
- What school-wide programs and strategies should we consider to support positive behaviors?
- Do you prefer a 30-minute lunch, which results in a 15 minute earlier dismissal, or a 45-minute lunch?
- What are your thoughts about VAPA/P.E.?
- What are your thoughts about field trips?
- Freestyle thoughts?

VMCS Board

* The LCAP was part of a general discussion with the VMCS Board on March 10 and April 14, 2021. Initially, the timeline and template were shared with the Board at the March meeting. The Board members also had an opportunity to share what they wanted to have included in the LCAP. At the April meeting, the Board reviewed and approved the content of the Scholar Survey and Parent Survey.

* The Public Hearing for the LCAP was on May 12, 2021, at 5:30 p.m. At this time, the results of the survey were presented, and the draft of the LCAP was provided.

A description of how the development of the plan was influenced by community input.

The aspects of the plan below were influenced by community input.

* Parents and staff believe that many scholars require additional academic support through one-on-one and small group instruction during the school day, as well as tutoring beyond school hours and the school calendar. It was determined that this could be accomplished via at least two Teachers on Special Assignment (TOSAs), as well as tutoring services. Parents and staff believe tutoring services may be more effective than a VMCS Summer Academy, but this will be further analyzed as the school year progresses. This hesitation regarding the Summer Academy is based upon VMCS's experience during the summer of 2021. Some parents of scholars who would have benefitted from the Summer Academy did not sign up it, or they did not bring their scholars on a consistent basis.

* Also, there was a concern for the social-emotional well-being of many of our scholars. Their social-emotional angst is manifested through a higher level of emotionality and decreased self-regulation. Additional counseling support would be helpful. This will come in the form of additional general education counseling to support parent and teacher referrals.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$0			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$400,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 3	Two Teachers on Special Assignment (TOSAs)	<p>The two Teachers on Special Assignment (TOSAs) will have a multiple-subjects credential. One TOSA will be assigned to Grades TK-3 (four classes), and one TOSA will be assigned to Grades 4-6 (four classes). English-Language Arts (ELA) and English Language Development (ELD) are the most impacted academic areas, and our English Learners and Socioeconomically Disadvantaged scholars are the most impacted subgroups due to the Covid-19 pandemic and loss of in-person instructional time.</p> <ul style="list-style-type: none"> * The TOSAs' work will be conducted in a one-on-one and small group format. * The academic focus will be on Tier 3 intervention in ELA, as well as ELD for English Learners. * The instruction will be data-informed with short-term SMART goals in place for assessing growth and promoting accountability. * These positions will be funded through ESSER III for the 2021-2022 and 2022-2023 school years to ensure greater continuity of services. * Additional TOSAs may be added using alternative funding after the first trimester pending the assessed needs of the scholars. 	\$260,000
LCAP, Goal 1, Action 10	Tutoring for English Learners and Socioeconomically Disadvantaged Scholars	<p>The purpose for the tutoring is to provide additional support beyond the instructional day to the subgroups of English Learners and Socioeconomically Disadvantaged scholars who are facing the greatest academic challenges after the Covid-19 pandemic.</p> <ul style="list-style-type: none"> * The focus will initially be on our first graders, who have returned to school with the biggest academic, behavioral, 	\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>and social-emotional gaps due in part to the lack of an in-person transitional kindergarten and kindergarten learning experience.</p> <p>* Grade 2 and Grade 3 will be the next scholars for consideration.</p> <p>*. This support will be funded through ESSER III for the 2021-2022 and 2022-2023 school years to ensure greater continuity of services.</p>	
LCAP, Goal 2, Action 10	VMCS Summer Academy for Reading and Mathematics	The VMCS Summer Academy will extend the school year by 20 days for scholars who would benefit from the additional instruction. While the primary focus will be on reading, the development of foundational mathematics skills will also be provided. This is scheduled for June of 2022. However, if there is insufficient interest and commitment from the parents who will need to transport the scholars to school during the summer break, the funding will support additional one-on-one and small group tutoring support for Grades	\$40,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$65,404

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1, Action 8	General Education Counseling	A number of scholars are facing social-emotional challenges that appear to be related to the Covid-19 pandemic. This is manifested in a lack of social/communication skills, depression, limited self-regulation, aggression, etc. While this action is supported with \$35,000 of LCFF funds, ESSER III funds will permit us to expand the support for the 2021-2022 and 2022-2023 school years.	\$65,404

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Two Teachers on Special Assignment (TOSAs)	<p>The assistant director and/or executive director will meet with the TOSAs and complete the following:</p> <ul style="list-style-type: none"> * Develop SMART (Specific, Measurable, Achievable, Relevant, and Time Bound) Goals for each of the individuals and/or small groups in Tier 3 reading intervention or ELD. * Analyze progress toward the SMART Goals through data collection and analysis. * Adjust SMART Goals until scholar(s) is/are released from Tier 3 reading intervention or determined to be ready for the status of Reclassified Fluent English Proficient (RFEP). 	SMART Goals will be monitored every two weeks at the bi-weekly TOSA meeting. Additionally, the iReady Reading Assessment data will be monitored three times per school year.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Additionally, the scholars' performance of iReady Reading assessment will be	
Tutoring for English Learners and Socioeconomically Disadvantaged Scholars	<p>For English Learners and Socioeconomically Disadvantaged scholars in Grades 1-3, the focus will be on high frequency words, phonics, and foundational mathematics skills. These areas will be monitored through the following assessments:</p> <ul style="list-style-type: none"> * The mastery of high frequency words will be monitored by maintaining records of progress on the established word list. * The mastery of phonics will be monitored by maintaining records of progress on the Basic Phonics Skills Test (BPST). * The mastery of foundational mathematics skills will be monitored by maintaining records of progress on assessments of mathematical fluency on addition, subtraction, and multiplication depending upon the grade level. 	While data will be updated on an ongoing basis, it will be submitted and analyzed on a monthly basis. Additionally, the iReady Reading and Mathematics Assessment data will be monitored three times per school year.
VMCS Summer Academy for Reading and Mathematics	The teachers of the referred scholars will provide baseline data to the VMCS Summer Academy staff in the areas of high frequency words, phonics, and foundational mathematics skills for Grades TK-3 and reading fluency and comprehension for Grades 4-6. At the end of the VMCS Summer Academy, the scholars will be reassessed to determine academic gains.	At the end of the VMCS Academy, which will be 20 days of focused instruction in targeted areas.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
General Education Counseling	<p>The monitoring of each scholar's social-emotional growth will be highly individualized based on his/her perceived and expressed needs. A social-emotional growth goal will be developed with input from the teacher, parent, and scholar. The scholar's progress on the goal will be measured authentically through quantitative and qualitative data. Examples of how progress will be monitored include the following:</p> <ul style="list-style-type: none"> * A scholar who needs to develop more effective social/communication skills will have a written description of skills before and after counseling sessions. * A scholar who is depressed will complete a relevant survey before and after counseling sessions. * A scholar who has difficult making appropriate behavioral choices due to limited self-regulation will have his/her behavior tracked before and after counseling sessions. * A scholar who displays aggressive behavior will have his/her behavior tracked before and after counseling sessions. 	Each scholar's social-emotional growth will be assessed each trimester.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021